

Geography

Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the [National Curriculum](#) (2014):

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- describe and understand key aspects of:
 - physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Programme of study

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly unit of learning, focusing on knowledge and skills stated in the National Curriculum. At Green Ridge, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

We use the National Curriculum as a basis for our programme of study for Key Stage One and Key Stage Two. We have chosen not to use a scheme of work for Geography, in order to ensure that we tailor the knowledge and skills we want our children to gain at Green Ridge to the needs of our pupils and our locality. Our Geography Curriculum coverage document clearly details how we ensure the content of the National Curriculum is planned and delivered across both key stages (see separate document). We link the curriculum units to cross curricular learning where appropriate and offer school trips based on the unit of learning.

In summary, the units of study/skills are as followed:

	Autumn	Spring	Summer
Year One		Where do different animals live? The World Weather Compass directions Countries and map work Map work, human and physical features of local area of Berryfields	The Seaside Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Year Two		Geographical skills and fieldwork	Near and Far Comparison of Aylesbury and Isle of Coll and Nairobi Human and Physical Geography Geographical skills and fieldwork
Year Three			Great British Road Trip Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night)
Year Four	Study of human and physical geography of a region within North or South America (Maya civilisation)		Passport to Europe Geographical skills and fieldwork Locate the world's countries, using maps to focus on Europe (inc.

	Autumn	Spring	Summer
			Russia) and North and South America Locating countries and regions, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Climate zones Biomes and vegetation belts
Year Five	Rivers, mountains and the water cycle Eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and world Settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	The Nile	
Year Six		Volcanoes and Earthquakes	Study of human and physical geography of a European country (Greece)

Knowledge to be learned

We have created knowledge organisers for each geography unit of learning which clearly maps out the knowledge and skills to be taught in each year-group as well as the vocabulary needed, so that by the end of primary school, we can be confident with the body of knowledge that children take with them to Key Stage Three. Knowledge organisers also ensure that teachers have the necessary resources and subject knowledge to support them in their subject teaching, as well as ensuring that geographical knowledge and skills are taught progressively (wherever possible), make purposeful links with prior learning, and also revisited frequently to ensure that knowledge is learned.

How is curriculum time allocated?

Geography lessons are taught as part of a planned unit of learning over a term in most year-groups. Whilst inevitably there are some links with History within Geography, Geography remains a discrete subject which fits into the wider unit of learning over a term. There may be a term within an academic year where Geography is not taught in order to ensure a careful balance of History and Geography, but there will be a minimum of one Geography topic per academic year.

Over the course of a term where Geography is taught as part of the planned sequence of learning, approximately 10-12 hours of learning time is given for pupils. This may be broken up into smaller learning opportunities, longer periods of study or out-of-school field trips. Typically, the first 8 weeks of a term are allocated for either History or Geography, as part of the curriculum timetable.

Assessment

Teachers use regular formative assessment methods to check children's geographical understanding such as short quizzes and multiple-choice questions each week, in order to ensure knowledge is 'sticky' and that pupils can recall facts and information as needed in order to be able use this in their wider learning. For example, children could be asked to write down the continents of the world or the order of the oceans, from smallest to largest.

Over the course of each academic year, teachers formatively assess pupils skills against those specified as the historical strands which run across both key stages using assessment documents that link to the unit being taught.